

# Musical trajectories and creative orientation of music lessons affect the development of interest in 'music' in secondary schools' students

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Data of 167 students from two Grammar Schools and two Middle Schools are presented. The data comprised the self-assessed psychometric constructs as well as music-specific and demographic background variables at four time points across nearly two school years.

### Sample Characteristics

	School year 2014/2015			School year 2015/2016	n
	EZ_0	EZ_1	EZ_2	EZ_3	
Female	263	253	253	117	94
Male	262	256	210	108	73
Not specified	8	16	29	7	-
Total	533	525	492	232	167

Note: EZ\_0 (October 2014), EZ\_1 (February & March 2015), EZ\_2 (July 2015), EZ\_3 (April & May 2016)

### Measurement Instruments

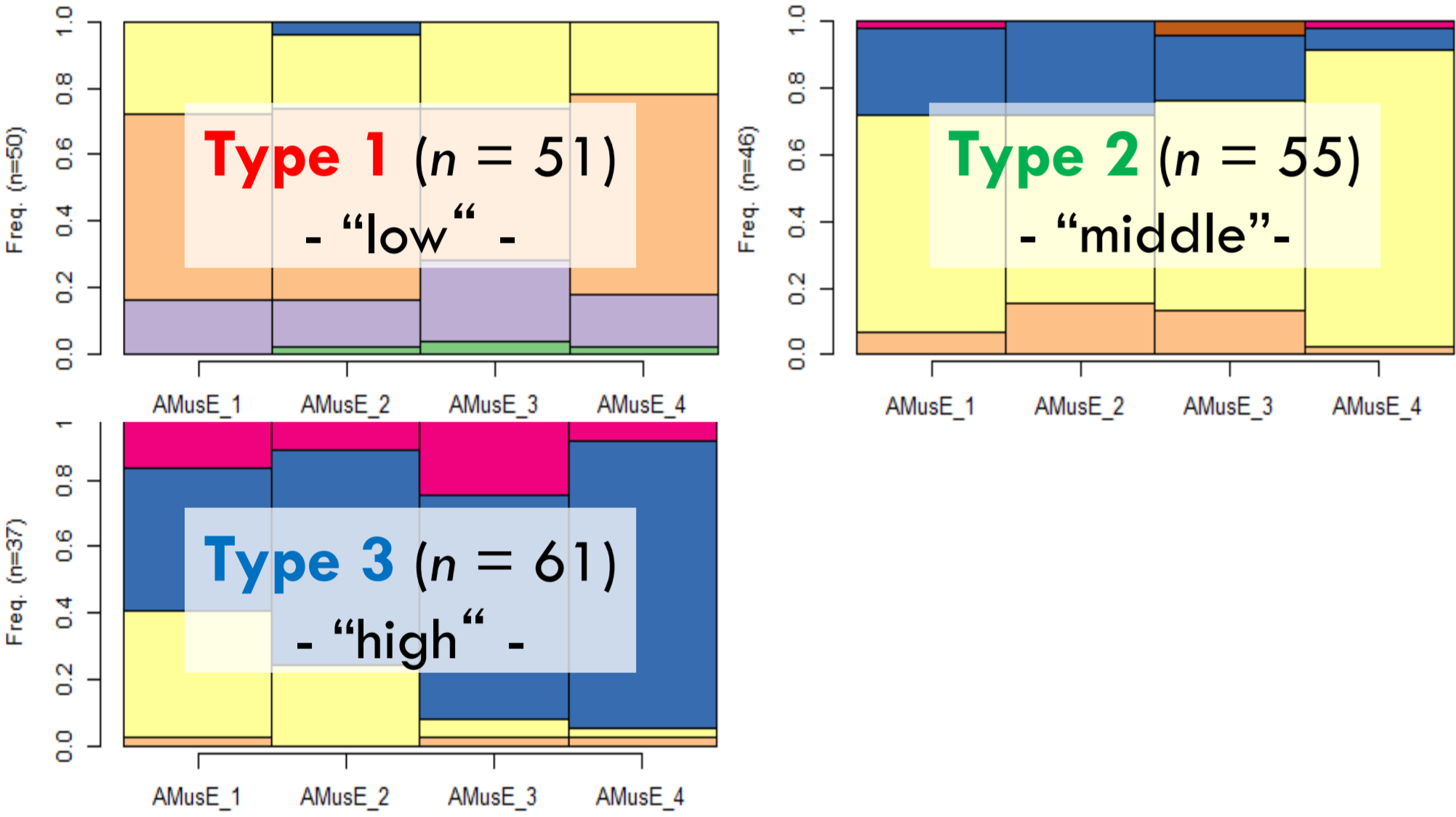
- Musical Self-Concept Inquiry (MUSCI) with 42 items;
- Goldsmiths Musical Sophistication Index (Gold-MSI) with 38 items;
- Interest in 'music' as a school subject with 8 items;
- Music-specific and demographic background variables (e.g., self-closeness to 'music', age, sex, musical status).

### Data Analyses

- Sequence pattern analyses;
- Correlational analyses;
- Multilevel linear models.

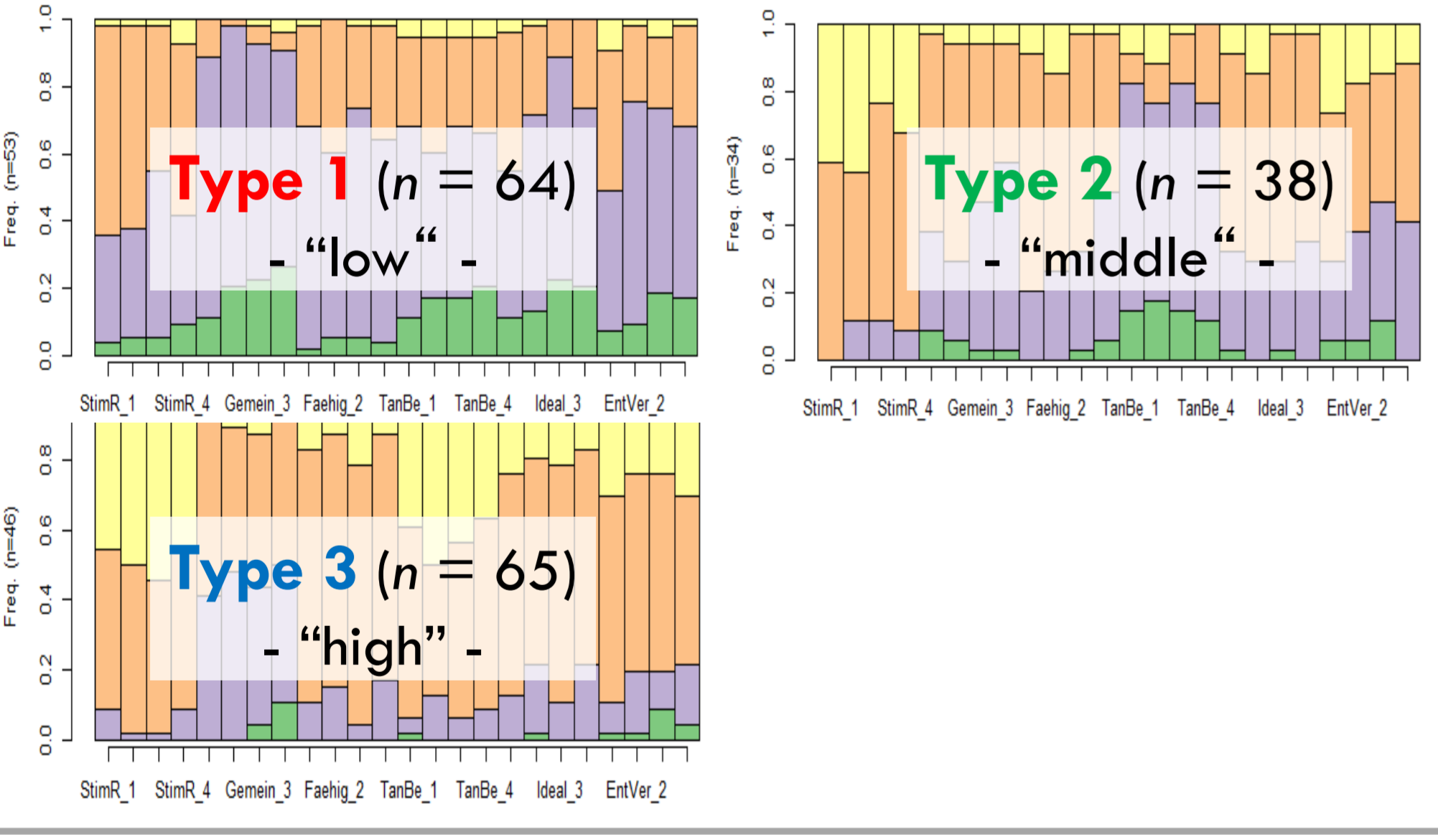
The sequence pattern analyses identified 3 different developmental trajectories of 'musical sophistication' and 'musical self-concept'. From these, 2 typical musical trajectories of students were identified and associations with music-specific and demographic background variables were found.

### 3 different developmental trajectories for the general factor general musical sophistication (F6)

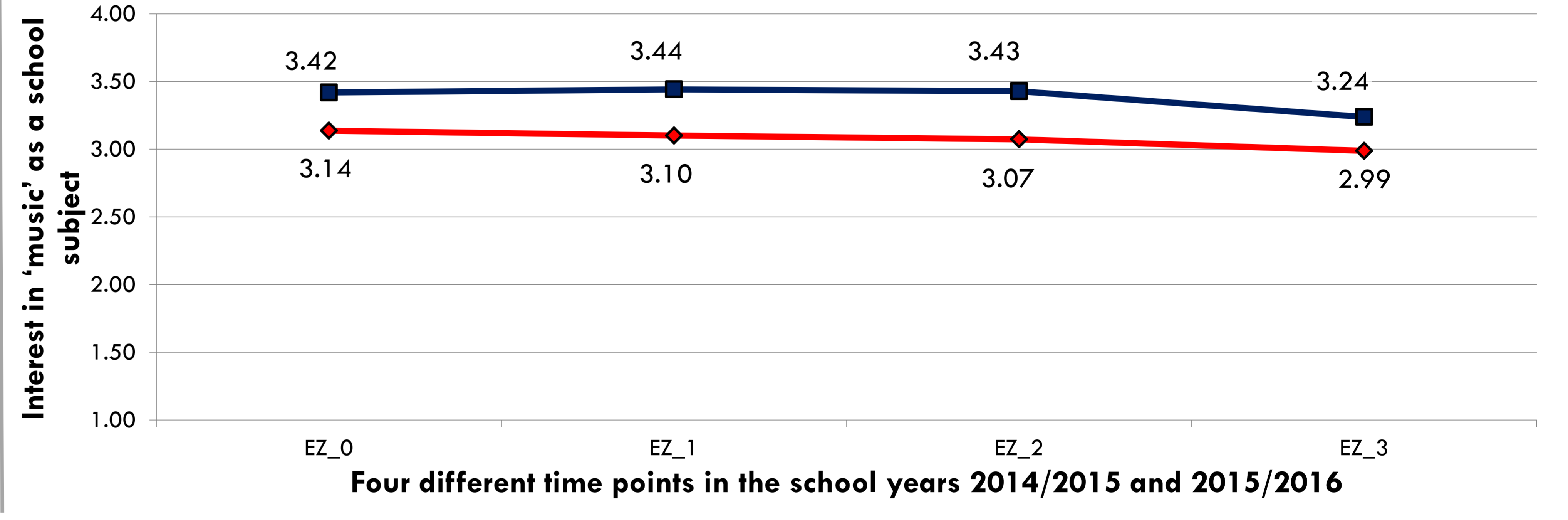


Typical musical trajectories of students	Sex		Musical status		Type of school		Overall self-assessed marks in 'music'	Overall self-closeness to 'music'
	Female	Male	Non-active	Active	Middle School	Grammar School		
Typical "low" trajectory (n = 77)	31	46	32	45	33	44		
Typical "high" trajectory (n = 90)	63	27	19	71	32	58	n. s.	r = .250***
Phi-coefficient	.299***		.221***		n. s.			

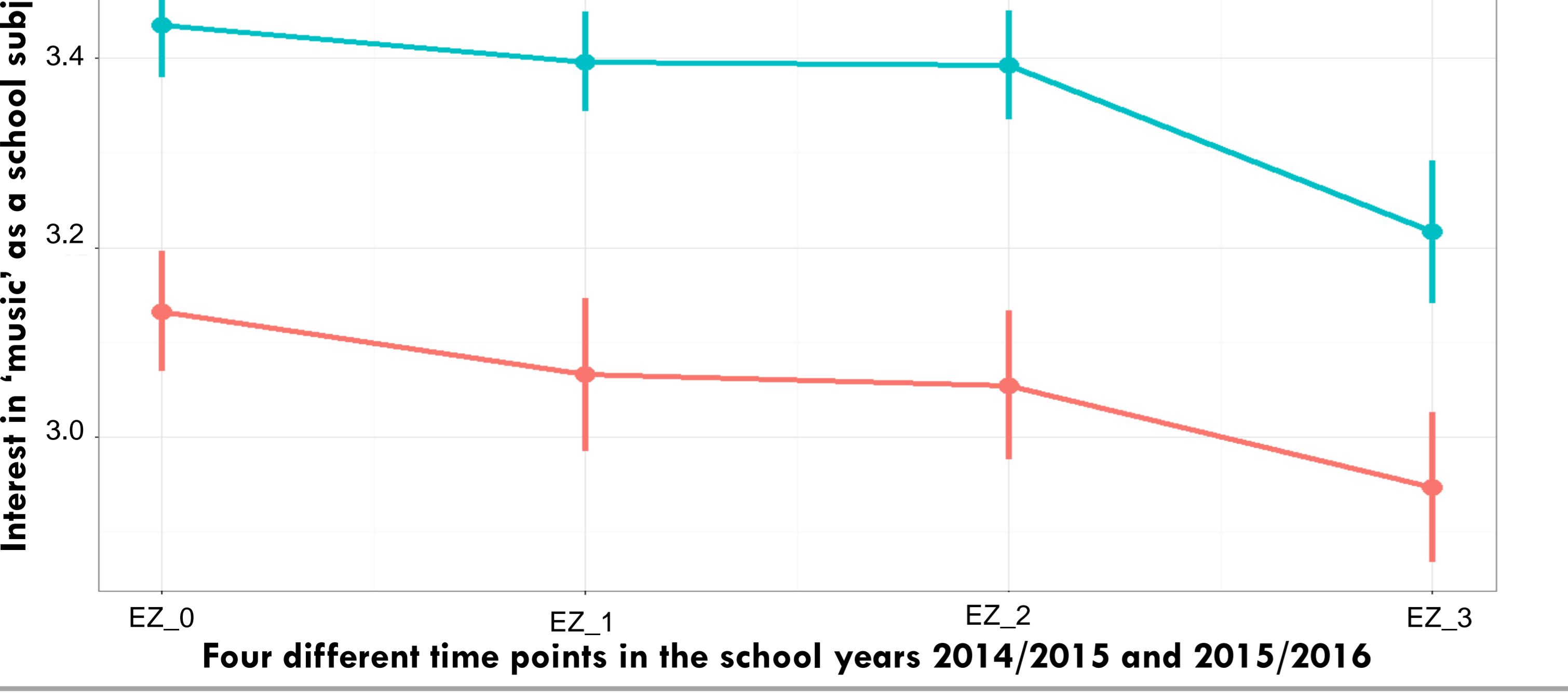
### 3 different developmental trajectories for the 6 sub-facets of musical self-concept



Development of the target variable interest in 'music' as a school subject within the 2 identified typical musical trajectories of students over the four different time points in the school years 2014/2015 and 2015/2016



A multilevel analysis shows that the interest in 'music' is generally decreasing ( $p \leq .001$ ), but students in the typical "high" musical trajectory demonstrate a significant higher interest in 'music' over time ( $p \leq .001$ ) – compared to the students in the typical "low" trajectory.



A further analysis shows that creative music teaching interventions ( $p \leq .05$ ) as well as the typical "high" musical trajectory of students ( $p \leq .001$ ) contribute to the development of interest in 'music', while interest in 'music' is generally decreasing over time ( $p \leq .001$ ).

